

2

The Bible is God’s word, written by people whom God inspired

The Bible writers’ description of their writing as God’s word

| | |
|----------------------|-----------------------|
| Deuteronomy 8:3 | Deuteronomy 11:8 |
| 2 Chronicles 34:21 | Psalm 33:4–6 |
| Psalm 94:8–12 | Psalm 119:105 |
| Psalm 147:15–20 | Isaiah 30:20,21 |
| Isaiah 55:6–11 | Jeremiah 20:9 |
| Jeremiah 23:29 | Jeremiah 30:1–3 |
| Matthew 13:3–9,18–23 | John 1:1,2,12,13 |
| John 5:24,39 | Acts 6:7 |
| Acts 8:4,5 | 2 Corinthians 5:16–21 |
| Ephesians 1:13 | Ephesians 6:17 |
| 1 Timothy 4:4,5 | Hebrews 1:1,2 |
| Hebrews 4:12 | Hebrews 5:12 – 6:1 |
| 1 Peter 1:23–25 | Revelation 19:11–16 |

New Testament authors defend the credibility and reliability of their writing

| | |
|---------------------|------------------------|
| Matthew 1:1 | Luke 1:1–4 |
| John 21:24–25 | Romans 1:1–3 |
| Romans 16:25–27 | Galatians 1:6–9, 11,12 |
| 1 Timothy 1:3–7 | 2 Timothy 1:13,14 |
| 2 Timothy 3:14–17 | Titus 1:9–14 |
| Hebrews 1:1,2 | 2 Peter 1:12–21 |
| 1 John 1:1–4 | 1 John 4:1–3 |
| Revelation 22:18,19 | |

Examples of genres of writing

| | |
|--------------------------|---------------------------------------|
| <i>laws/instructions</i> | Exodus 20:1–17 and following chapters |
| <i>prayers</i> | 1 Samuel 2:1–10; Luke 11:1–4 |
| <i>narrative</i> | Ruth, Esther, Daniel 1 |
| <i>poetry</i> | Psalm 23 |
| <i>proverbs</i> | Proverbs 21:23 |
| <i>history</i> | 2 Chronicles 13:1–3; Acts 8:1–3 |
| <i>parables</i> | Luke 15:1–7; 2 Samuel 12:1–4 |
| <i>letters</i> | 2 John |
| <i>prophecy</i> | Jeremiah 27 |

gospels these are a genre in themselves which contain other genres of writing.

Note that some scholars label Genesis 1–11 as belonging to the genre of myth.

The Ten Commandments

Exodus 20:1–17

3

The Bible tells the story of God’s plan for the salvation of all people through Jesus

Defining moments in God’s plan of salvation

1. Genesis 12 – 17 Genesis 21:1–6
Acts 7
2. Exodus 2:23–25 Exodus 3:1–15
Exodus 15:1–13 Exodus 20:1–17
Deuteronomy 7:6–11 Psalm 78
3. 2 Chronicles 36:15–21
Psalm 137
Jeremiah 25:1–14
Lamentations 2:11,17,21
Lamentations 3:22–24, 40,42,49
4. Acts 10:36–43
1 Corinthians 15:2–7
5. Acts 2:1–13, 41

Life in God’s kingdom

Matthew 5 – 7 or parallel texts in other gospels

The role and purpose of God’s word

| | |
|-----------------------|--------------------|
| Psalm 119:105 | Proverbs 1 – 4 |
| Ecclesiastes 12:11–14 | Matthew 4:1–11 |
| Matthew 7:24–27 | John 20:30,31 |
| Romans 1;16 | 1 Corinthians 1:17 |
| 1 Corinthians 2:4,5 | Ephesians 6:14 |
| 2 Timothy 3:16,17 | Hebrews 5:12–14 |
| James 1:21–25 | 2 Peter 1:19. |

MENU

INTRODUCTORY ACTIVITIES

1

God reveals himself to people through his word

FINDING YOUR WAY Students list what a person needs to know in order to read a road map or telephone directory.

Give students a copy of a page from three different versions of the Bible, each showing a different layout, eg *The Bible for Today CEV*, *Good News Bible*, *NIV Study Bible*. Students label the different parts of the layout on the pages, explaining the content and purpose of each part of the layout, eg footnotes, section headings, cross-references.

Give students Bible handbooks, encyclopedias and concordances. They look through the books and give an explanation of the purpose these books serve and why they are often referred to as 'tools of the trade' for someone studying the Bible.

Give students a copy of Psalm 51 with cross-references. With the help of these and a concordance, students find out the situation which prompted David to write the psalm. Do a similar activity with Psalm 105, students finding out more details about the different people mentioned in the psalm. (1,2,3)

WAYS OF KNOWING Students brainstorm how they have come to know and understand the world around them, eg senses, parents, personal experience, media reporting, history books, photographs. Students estimate what proportion of their knowing is first-hand and how much is second-hand knowledge. *First Steps* and *Brain Power* in the ABC's *The Human Body* series deal with this topic in an interesting manner.

Students discuss on what basis they accept something as real or true.

- What ways of knowing would they reject as unreliable (for example, how reliable are news media)?
- How do they check the truth of a statement or experience?

Students find examples of information that they accept as true even though they cannot personally verify it. (1a,1c,2a,2c)

APPARITIONS Many people have claimed that God or God's messengers have appeared to them. Some have said they were spoken to by an angel or by Jesus' mother Mary, eg Joseph Smith, the founder of The Church of the Latter Day Saints (Mormons).

Students investigate literature on the saints of the Christian church and on the apparitions of Mary, such as in Medjugorje, Yugoslavia, to find out about the nature and content of what is claimed to be God's revelation to people. (The film *Agnes of God* examines the phenomenon of stigmata.)

Students explore the different responses people have to these apparitions and the basis for determining whether such apparitions are authentic and coming from God. (1a,1c)

LANGUAGE Language is an important form of communication which separates people from the rest of creation. Brainstorm the importance of language in the development of human beings and civilisations and the importance of language in the world in which students live.

Discuss how language has the power to effect change. Explore the limitations of language.

Students identify the relationship between the spoken or written word and its author. They list differences between the spoken and written word. Which has more credibility: the spoken or written word?

Jews, Moslems and Christians are often described as 'the people of the Book'. Students investigate (referring to texts on world religions) the history, beliefs and significance of the Torah for Jews and the Qu'ran (Koran) for Moslems. This information can later be compared with Christians' view of the Bible. (1a,1b,3b)

DEFINING MOMENTS In *Reinventing Australia* Hugh Mackay describes how significant events in a person's or nation's life contribute to that person's or nation's sense of worth, identity and purpose in life.

Students think of three events or experiences or relationships which have made a contribution to their life at present. Verbally guide students in a quiet reflective time to think about the way those events, experiences and relationships have affected their attitudes, friendships, family, behaviour, beliefs and feelings about themselves.

Students consider what would be effective ways of communicating what they have learnt about themselves to their family or friends or future children.

Use this activity to introduce a study of significant events in the Bible's story of God and his people. (1a,2b)

LAWS, RULES, REGULATIONS

Brainstorm what life would be like if there were no laws, eg no road rules, no drug laws, no regulations for Olympic games, no laws regarding property, business, immigration.

Students consider the purpose of laws, rules and regulations, eg laws as boundary-setters, law as a means of gauging right and wrong, law as a guide or direction in life.

Students discuss the limitations of laws, eg

- Can laws make people do what is right?
- Can laws keep the peace?
- Can there be too many laws?

Students name five laws, listing the penalties for transgressing each law and the rewards for keeping the law.

Brainstorm different attitudes to laws, eg

- People keep the law out of fear of being caught or punished.
- People think laws are meant to be broken.
- People are convinced of the rightness of the law and it would make no difference to the way they live if the law was not there.

Students determine what gives laws their credibility and whether laws are good news or bad news for people.

This activity can lead to a study of Christian beliefs about God's law and people's attitudes towards it. (1b)

GOOD NEWS, BAD NEWS Students collect good news and bad news stories from newspapers. Brainstorm what are good news and bad news stories in a school context, home context.

Students make a list of criteria for what makes a story good news or bad news.

From what they know or understand about God, students write what they think is a good news story and what is a bad news story from God.

Lead on to a study of good and bad news (law and gospel) in the Bible (1b)

A PRICE TO PAY Students think of three occasions when they have had to face up to the consequences of doing wrong, eg disobeying parents, bad-mouthing a person, betraying a friend, cheating, lying. Students list the consequences and what they had to do to make amends in each situation.

This can lead to reflection on and response to what God says in the Bible about sin and its consequences (eg Exodus 34:6,7). (1b)

WHICH WISH? Ask: If you could have one wish in life fulfilled, what would you wish? Students each select one of the following wishes, explaining their selection (note that this can be a private, journal activity):

- to have a lot of money
- to have fun
- to have a successful job
- to be an adored rock star or film star
- to go on a world trip, all expenses paid
- to be loved and accepted
- to have lots of friends
- to live in peace
- to be in a happy family
- to have a life free of problems

Students select a newspaper report on any situation or problem in the world. They read the article and suggest what might be the greatest wish of the people in the situation.

This can lead to students investigating the good news story of Jesus in the Bible and assessing how people's wishes can be met in the person of Jesus. (1b)

BY WHOSE AUTHORITY? Brainstorm situations in which a person's word has power over others, eg a judge's verdict can either condemn a person to a prison sentence or effect a person's release.

Students make a list of criteria by which a person's words are accepted as authoritative. This can lead to a study of what makes the Bible 'the ultimate authority for what Christians believe'. (1c)

2

The Bible is God's word written by people whom God inspired

WHAT DO YOU KNOW? Give students a question-and-answer sheet to assess their Bible literacy. Adapt the following to suit your class:

- How many books are there in the Bible?
- In what languages was the Bible originally written? Arabic? Hebrew? Greek? English?
- What's the difference between a paraphrase and a translation of the Bible?
- What different kinds of literature form the collection of books in the Bible?
- Give the full names for the following abbreviations of the books of the Bible: Lk, Jn, Isa, Jer, Gen, Ex, Rom. Indicate whether they are to be found in the Old or New Testament.

Work through the diagnostic sheet with the class, giving students ample opportunity to use their Bibles to help them make the necessary corrections.

Survey the class to ascertain in what areas students struggle with Bible literacy. Build into a unit of work exercises to help students learn to use the Bible, eg Bible search game, use of cross-references.

Students write up simple instructions and guidelines on how to get around in the Bible. Display these around the room, eg students create a chart of books of the Bible in their categories, including their abbreviations. (1,2,3)

WRITING HISTORY No history account is truly objective. Each generation writes a history that reflects its experiences, presuppositions and desire to make sense of life. Australian social studies and history books in the early 20th century presented a history which ignored the history of Australian Indigenous peoples, giving a narrow outlook and often a contradictory account of the events of the past.

Invite a history teacher to speak to the class about the different versions of history which exist for the same era/event and how the credibility and accuracy of the different versions is determined.

This can introduce an investigation of the various historical narratives which contributed to the writing of the Bible. (2a)

DIFFERENT KINDS OF WRITING

Bring a bundle of newspapers to the class. Working in pairs, students identify and list the different kinds of writing in a newspaper, eg cartoons, letters to the editor, news reports, opinion columns, weather reports and charts, television guide, book and film reviews, death notices.

Students compare two different kinds of writing (perhaps on the same subject), explaining how they differ in purpose, use of language, style, structure.

Students survey the class and their families to find out who reads the whole newspaper, what kind of articles are the most read, which sections are read first.

Students compare the kinds of writing in a newspaper with the different kinds of writing in the Bible. They discuss other similarities between newspapers and the Bible, eg different writers, different styles or literary genres, different perspective on the same event/issue. They discuss the difference in purpose of newspapers and the Bible. (2b.3b)

BIBLE SURVEY Students form groups. Each group surveys different groups of people about what they know, think and feel about the Bible, eg family and neighbours, general community, peer group, teachers, churchgoing people.

Students make a list of questions for their survey, eg

- Do you own a Bible?
- If you own a Bible, was it a gift or did you purchase it yourself?
- Do you read the Bible? How often? When?
- How important is it to read the Bible?
- Who wrote the Bible?
- In what ways is the Bible relevant for 21st century people?

The survey can be presented in the form of a series of statements to which people respond on a continuum from disagree/never to agree/always.

Students collate the responses from their surveys, assessing people's knowledge of the Bible, acceptance of the Bible, objections to the Bible. (1,2,3)

IT'S DOUBTFUL Students make a list of objections and questions people raise about the reliability and authenticity of the Bible, eg the story of the Bible has been lost or changed in the translations, the eyewitness accounts were biased, the Bible contradicts itself, the Bible is out of date, the Bible is fiction. (2a)

TRUTHFUL REPORTING Select an experience common to all students in the class, eg a school assembly, an excursion, a community project. Divide the class into several groups. Each group recounts the experience from a different perspective and for a different audience:

- the principal's report for the school newsletter and for the school board
- a cleaner's report to other cleaners and to family members
- a parent's report to the grandparents and in a letter to a friend.
- a participant's report for the school magazine, as a journal entry and to a friend who was absent.

Students compare the different versions and determine on what basis the reports are seen as accurate and truthful. They discuss how the use of language changes from one report to the next and the relationship between the text and the audience. They make a list of criteria by which non-participants/non-observers determine the reliability of an account. (2a,2b)

A TIME CAPSULE In groups students select twenty items to include in a time capsule representing their school, to be opened in one hundred years time. They justify their choices and explain what messages the items will communicate about the school.

Brainstorm how future generations will be able to test the authenticity of the items and what will determine their interpretation of the items in the capsule.

Students explore how the Bible is a time capsule and what message it has for our time. (2a,2c,3b)

3

The Bible tells the story of God's plan for the salvation of all people through Jesus

DISCOVERING THE BIBLE While students may have a general understanding of the Bible, this activity is designed to give students an appreciation of the distinctiveness of each book in the Bible, as well as of the common threads which link and bind the books together.

Assign to each student a book from the Old Testament and one from the New Testament. Students read Bible handbooks and encyclopedias and the publisher's introduction to the book of the Bible in several versions. *The Lion Handbook to the Bible* and *The Lion Encyclopedia of the Bible* contain simple yet sufficiently detailed summaries of each book of the Bible.

Students create book covers for their books of the Bible which include the following information:

- acknowledged author of the book
- the context of the book: time, place, audience
- the main ideas/themes contained in the book
- the book's literary genre
- key people and events recorded.

When students have completed their book covers and shared the main ideas contained in each book, this can lead to a study of what the Bible is and what the main message of the Bible is. (1a,2b,3a,3b)

STORY TIME Students form groups. Each person in a group shares their favourite story from the Bible or the Bible story they have most often heard or a story they know comes from the Bible. Students share the message the stories have for them. Each group lists the three Bible stories most read or best known in their group.

As a class make a list of the top ten stories in the Bible. Each group of students looks up one of the top ten stories in the Bible. Students assess the accuracy of their memory of the story against what they read in the Bible.

Use this exercise as an introduction to looking at the salvation theme in the Bible, or at the message of the gospel in the story, or at the principles Christians use to interpret such a story (see Background Notes for Teachers). (1,2,3)

MY PLACE Conduct a guided reflection with students, asking them

1. to think of the places which hold importance for them, eg a place in nature, a place they have visited, a place where they feel safe, a place where they have lived for a time;
2. to determine what has made those places important to them, eg is it a place where they met a friend or a place where they mastered a skill or overcame a fear?
3. to think of a place where they have experienced a sense of God's presence or a sense of the beyond; a place where they have had a spiritual experience;
4. to write down thoughts about themselves, their life, God (or the larger presence beyond) that came to them in that place.

Students compare their sense of place with the importance of the land and sacred sites to indigenous peoples. Students list the places that hold significance for Australians, eg the War Memorial in Canberra or significant places in their community or school environment.

Students investigate the stories which those places hold for individuals and the community.

Continue by exploring the significant stories attached to places named in the Bible. (3a,1a)

ON PILGRIMAGE Students investigate the importance of places in a pilgrimage, eg Hindus go on pilgrimage to the Ganges River and the city of Benares, Moslems go to Mecca and Medina, Jews and Christians go to Jerusalem. Students find out the history and stories attached to those places. What are the pilgrims hoping to experience from visiting such places?

Students discuss the kind of 'pilgrimages' that they go on, eg do they go to the same place every holiday? What is the significance of school reunions? Students consider how people communicate and celebrate the important stories of their lives.

This can introduce a study of the key events in the Bible's story of God and his people. (3a)

THE BIBLE? Students make a list of questions people would like the Bible to answer for them, eg when were the dinosaurs created? Brainstorm what students would expect to find in the Bible if it was regarded as a science book, history book, novel, God's revelation to people.

Give students a wide range of devotional material to look at. They determine what understanding of the Bible writers of devotional books have.

This can lead to an investigation of the purpose and intention of the Bible. (2a,3b)

WORDS OF ADVICE Students leaf through magazines and find different words of advice for readers, eg fashion advice, advice for looking after cars, advice on what are the best computers to buy, advice for dealing with conflict. Students think of advice that they receive from their parents, friends, teachers, sports coach, etc. Students consider

- what motivates people to give advice to others;
- the form the advice takes, eg is it through a letter of encouragement or a word of warning?
- which advice they act upon and why.

Students go on to explore how the Bible acts as a book of instructions and what it instructs people about. They can then discuss: Is the Bible's message 'good advice' or 'good news' or something else? (3b)

MENU

DEVELOPMENT ACTIVITIES

1

God reveals himself to people through his word

GOD SPEAKS The writers of the Old Testament, the writers of the New Testament and other Christians believe that God has spoken to people at different times and in different ways. Christians believe that the Bible is a record of God's communication with people in the past, as well as being the means by which God speaks to people today.

The following activities explore the different ways Christians believe God 'speaks' to people. Students work in groups, each exploring a different mode of communication, or the class works on one or more of the activities together.

At the completion of any of the activities students discuss whether God continues to reveal himself in the same manner. They share what they understand to be examples of God's revelation to them.

Students compare the experience of other Christians (recorded in biographies such as *I Dared to Call Him Father* and biographies in the CEV edition *Towards the Goal*) with what they learn about God's revelation in the Bible.

God speaks through creation and human life . . .

- Students find photos which show the diversity and complexity of nature, from a close-up of a flower or insect to panoramic pictures of landscapes and seascapes, galaxies, etc.
- Students view films which show the intricacies of the human body and mind, eg *The Human Body Series* (ABC Bookshops). Students read creation psalms, eg Psalm 19:1–6; Psalm 104 and Paul's comments in Romans 1:20.
- Students write a 'personality profile' of the God revealed by creation (including human beings). They discuss the limitations of creation as a mode of communication between God and the people he has created. (1a)

Encourage students to make use of the cross-references in the Bible to add to their understanding of the text being studied. Likewise Bible study notes contain a wealth of information.

. . . through history

- Students read Acts 7 (Stephen's summary account of God's dealings with the people of Israel) and Psalm 105. They identify the significant events in the history of the Hebrew nation, what God communicated to people about himself in those events, and how God communicated with them.
- Using Bible concordances, groups of students examine in greater detail any one of the events mentioned in Acts 7 and Psalm 105 to find out more about the way God chooses to reveal himself to people.
- Discuss with students the significance of any one of the genealogies included in the Bible (eg 1 Chronicles 1, Matthew 1) for the Jewish people who believed that God was their creator who had chosen them as his people. (1a,3a)

. . . through dreams, visions and angels

The Bible records many instances of God speaking to people in dreams and visions and through his messengers, the angels, eg
 Genesis 18 Genesis 28:10–22
 Genesis 32:22–32 Exodus 3
 Judges 6 1 Samuel 3
 Isaiah 6 Luke 1:5–20
 Luke 1:26–38 Acts 10:1–33
 Galatians 1:11–24.

Students work in groups to read one of these stories and identify the purpose and content of God's revelation. For whom is the revelation intended? What are the limitations of God appearing to people in this manner? (1a)

. . . through prophets

Christians believe that God speaks through real people. The Israelites had a tradition of prophets, beginning with Moses, who spoke to them the 'word of the Lord' (Exodus 4:10–17; Exodus 7:1,2,16).

- Students use Bible handbooks to investigate the circumstances and message of one of the prophets in the Old Testament, eg Elijah, Nathan, Amos, Hosea, Jeremiah, Isaiah, Ezekiel. They create a poster of the prophet, including brief details about his life, the times in which he lived, the message he spoke from God, the reactions to his message, his own feelings about being a prophet.

- Students suggest what ‘problems’ existed for God in choosing this mode of communication with people (1 Kings 18:7–15; 19:2; 22:8; Jeremiah 23:9–19). Note that chapter 13 of *According to Plan* has a useful summary of the prophets of the Old Testament. (1a)

... through the law

The giving of God’s law was significant for the people of Israel in that it gave them clear directions for life. Note that the law once spoken to Moses is now the written word.

- Students examine any three passages (Deuteronomy 5,6; 2 Kings 22:1 – 23:3; Nehemiah 8:1 – 9:3), identifying what the giving of the law communicated to the people of Israel about their relationship with God and with others. They underline all the words in the text which point to the belief that God speaks and makes himself known.
- Students discuss:
What is the strong message that the law communicates to people?
Why do you think Christians consider the giving of the law an incomplete revelation of God?

The above texts can open up discussion of the role of the spoken and written word in the life of God’s people. (1a,1b,1c,3b)

... through Jesus

New Testament writers and Christians of the early church were convinced that Jesus is God’s complete revelation of himself. Much of their writing seeks to make clear the message God was giving to people through Jesus.

- Students examine passages which show Jesus making God known through
 - his actions (eg the healing of the demoniac in Mark 5)
 - his words, especially parables, eg *The Lost Son, The Pharisee and the Tax Collector*
 - his relationships (acceptance of ‘sinners’; restoration of Peter in John 21)
 - his death and resurrection.

Refer to Bible References Menu *God speaks through Jesus* for the epistle writers’ explanations of God’s revelation.

- Students summarise, in the form of slogans for billboards or car stickers, the main message that Christians believe God gives people through Jesus. (1a,3a)

THE WORD OF GOD Students look up Bible verses which make reference to ‘the word of God’ and create a logo which identifies and describes what Christians consider are the nature and purpose of ‘the word of God’. Refer to *The Bible writers’ description of their writing as God’s word* in Bible References Menu.

There are enough references for students to work either individually or in pairs.

Christians believe that the Bible is the word of God and has the power to change people. Students find evidence for this belief in the Bible references. They consider what gives the word of God the power to change people, including themselves.

Students search Christian biographies for people’s comments on the influence of God’s word in their lives, eg chapter 16 of *A Hell of a Life* by John Dickson, *Ring of Truth* by J B Phillips, *Gods of Sport* by Ross Clifford. (1a,3b)

THE MESSAGE OF GOD’S LAW

- The first five books of the Bible, known as the Law, describe the context for the giving of the law (Moses and the Ten Commandments). They offer a detailed explanation of the implications of the law for the Israelites’ relationship with God, each other, their neighbours and the land. In Matthew 7:12 and Mark 12:28–31 Jesus summarises the main message of the law and the prophets (the Old Testament scriptures).

Students discuss how well people (including themselves) keep the laws as interpreted by Jesus.

- Students identify the broad areas of life covered in the Ten Commandments (Exodus 20:1–17), exploring the boundaries these set for living and how these laws were designed to protect and enrich individual and community life. Students compare these laws with Australian laws, Aboriginal laws, Islamic laws (or other).
- Students examine and evaluate the consequences of not ‘treating others as you want them to treat you’ in stories from the Old Testament, eg Naboth’s vineyard (1 Kings 21), Amos’ description of Israel’s lifestyle (Amos 3:1,2; 4:1,2; 5:7–15, 21–27).

Use Bible study notes to help students understand more clearly the demands and expectations the law placed on each person and how the laws were broken.

- Brainstorm different facets of life and relationships in a school, eg queueing up at the tuckshop, relationships between student leaders and other students. In small groups students write a scenario in which everyone ‘treats others as you want them to treat you’ perfectly. Each group shares their scenario. Students judge whether the scenarios belong to the world of reality or fairy tale. They contrast the scenarios with what Paul

writes about God's assessment of people's situation: Romans 3:9–12, 23; Galatians 3:10,11.

- Students identify behavioural problems evident at school, eg bullying, backchat, disrespect. They assess whether a new school rule would fix the problem.
- Students summarise what they have learnt about the message of God's law, answering the question: 'Is the law a good news or bad news story?' (1b)

GETTING RIGHT WITH GOD The writers of the Bible were concerned to answer the question: How can people enjoy friendship with God? The New Testament writers were convinced that Jesus was the answer (John 3:16; 1 Corinthians 1:2,3; 1 John 1:7). From beginning to end the Bible points to Jesus Christ (John 5:39b). Christians believe the Bible because they believe in Jesus. So the authority of Jesus gives the Bible authority for Christians.

Sacrifice was God's way for people in Old Testament times to make peace with him. Students investigate the practice of sacrifice recorded in the Old Testament and examine the link between those sacrifices and the death of Jesus.

In *The Lion Encyclopedia of the Bible* students look up the following words: *sacrifice* (Religion and worship in the Bible), *atonement*, *blood*, *death*, *cross*, *forgiveness*, *mediator*, *redemption*, *salvation* (Key teaching of the Bible). Alternatively, students look up the following Bible texts:

| | |
|-----------------------------|-----------------------|
| Genesis 3 | Exodus 3:4–6 |
| Leviticus 16:11,15,16,21,22 | |
| Isaiah 6:1,5–7 | Isaiah 53:1–10 |
| Mark 10:45 | John 3:16 |
| Romans 6:23 | 2 Corinthians 5:14–21 |
| Hebrews 9:12–14 | Hebrews 10:19,20. |

Students take notes and answer these questions:

- How does the Bible say disobedience and rebellion against God (sin) affect the relationship between people and God?
- What are the long-term consequences of sin?
- How did God deal with people's sins before Jesus?
- Why is Jesus' death the key to getting right with God? (1b,1c,3a)

THE WORD OF FORGIVENESS

Students investigate the key message of the Bible: the good news which Jesus preached and proclaimed (Matthew 9:13b; Matthew 11:28–30; Matthew 20:28; Luke 4:18,19). They analyse stories/parables which demonstrate Jesus' dealings with people who are 'sinners' and 'unclean', people who have fallen short of God's law and human law, eg Jesus is anointed by a sinful woman

Luke 7:36–50

the parable of the Pharisee and the tax collector Luke 18:9–14
Zacchaeus the tax collector Luke 19:1–10.

Give students contextual background material, eg the Pharisees' interpretation of the law, what made tax collectors the most hated men in town (*And Jesus Said* by William Barclay). Taking the background material into account, students describe how each of the main characters in the stories would have felt about themselves. They also describe what they would have imagined God thought about them. What do the characters in the story expect God to do about wrongdoing? What do the students themselves expect God to do about wrong and evil?

Discuss:

- What is the good news that Jesus brings and proclaims?
- For whom is the good news of Jesus?

Students role-play imagined conversations between the characters after Jesus has left them.

The good news of Jesus is summarised

- by Jesus in Matthew 9:13b
Matthew 11:28–30 Matthew 20:28
Luke 19:10
- by Paul in Romans 3:21–24, 28,30
1 Corinthians 15:1–4 1 Timothy 1:15
- by Peter in Acts 2:38,39
- by John in John 3:16.

Students write what good news the Bible has for them. (1b,2b)

BY WHOSE AUTHORITY? The writers of both the Old Testament and the New Testament were convinced that the source of their words, whether spoken or written, lay outside of themselves. The phrase 'the Lord spoke' is used more than 3,500 times in the Old Testament. Using the Old Testament references in the Bible References Menu (*The authority of the Bible*) as well as concordances, students look up as many references to 'the Lord spoke' as possible in (twenty) minutes. Students record the contexts in which the words are used.

Students look up New Testament references from the Bible References Menu. How do the writers show that they regard the Bible's writings (including their own) as authoritative? Students create a logo for a wax seal or stamp that shows recognition for the authority and use of the Bible. They determine what words and symbols will appear on the stamp and who issues the stamp. Refer to authorisation stamps in a passport as an example. (1c)

2 The Bible is God's word written by people whom God inspired

THE WRITERS SPEAK OUT The writers of the New Testament addressed issues relating to the credibility and authenticity of their own writing. Students examine Bible passages such as the following to discover what the writers reveal about

- the source of their information
- the authority of their writing
- the truth of their writing
- the purpose of their writing.

| | |
|-----------------------|-------------------------|
| Matthew 1:1 | Luke 1:1–4 |
| John 21:24–25 | Romans 1:1–3 |
| Romans 16:25–27 | Galatians 1:6–9, 11, 12 |
| 1 Timothy 1:3–7 | 2 Timothy 1:13, 14 |
| 2 Timothy 3:14–17 | Titus 1:9–14 |
| Hebrews 1:1, 2 | 2 Peter 1:12–21 |
| 1 John 1:1–4 | 1 John 4:1–3 |
| Revelation 22:18, 19. | (1c, 2a, 3b) |

LOOKING FOR ANSWERS Students list questions the class has about the origins, authenticity and reliability of the Bible.

In groups students investigate the following areas, presenting the main points of their research on a poster:

- archaeological findings and discoveries related to the Bible
- the history of biblical documentation: from oral tradition to writing and copying of manuscripts to the printing press
- the process by which the books of the Old and the New Testament came to be a collection of books recognised as authoritative for Jews (OT) and Christians (OT, NT)
- the history and work of Bible translators.

Students relate their research findings to the class questions about the Bible. Which myths about the Bible does the research dispel? What new questions does the research raise for students? Discuss the role of faith for Christians when they accept the Bible as the word of God for all people. (2a)

FACT OR FICTION Students often question the plausibility and truth of stories in the Bible, eg the Adam and Eve story, Noah's ark, the crossing of the Red Sea, Jonah and the big fish. Make it clear to students that Christians' acceptance of the Bible as God's word does not depend on their understanding of such stories. However, in some instances unnecessary obstacles are due to lack of knowledge or to misunderstanding. Give students a strategy to investigate and explore the issues that are obstacles for them in reading the Bible. For example:

1. Students read the story in the Bible. They draw two columns titled *I can accept, I cannot accept*. Students write in the appropriate column the aspects of the story they either can accept or cannot accept, giving reasons.
2. Students investigate several different avenues to help them determine whether the Bible presents the story as fact or fiction. They list arguments that point to the story being fiction and arguments that point to the story as fact. Students consult a commentary and a Bible encyclopedia on life and times in the Bible. They research the author, context and purpose of the writing. They find historical and archaeological facts, similar stories that are part of other religious traditions, cross-references to the story in other books of the Bible, etc.
3. Students assess to what extent their research changes their original interpretation and assessment of the story.
4. Students present their conclusions about the stories they have investigated, giving reasons. (2a, 2b, 2c)

THE WRITING OF THE BIBLE

(Note: This activity moves into an area of some sensitivity among Christians. Some Christians emphasise the 'human side' of Scripture to the point where the Bible can rightly be subjected to the same kind of literary analysis that any other book undergoes. Others emphasise the 'divine side' of Scripture to the point where such literary analysis is considered inappropriate.)

Students can be informed of this tension and perhaps even be encouraged to examine the issues involved. The Consensus Statement on Holy Scripture in Doctrinal Statements and Theological Opinions gives the LCA's position.)

Some of the Bible's stories are made up of several different narratives that were part of oral tradition and then written as a continuous narrative, eg there are two versions of the creation story in Genesis (Genesis 1:1 – 2:4 and Genesis 2:4 – 3:24), three versions of the

giving of the Ten Commandments (Exodus 20, Exodus 34 and Deuteronomy 5), two versions of the story of Jesus' birth and varying accounts of the resurrection.

Students find out about the Yahwist, Elohist, Priestly and Deuteronomist sources that many scholars believe make up the narrative of the Torah, or the sources that many scholars believe make up the gospels, including the Quelle source. Students explore what light this sheds on the apparent 'contradictions' in the Bible and on the need to read the Bible in context. (2a)

WHO'S RIGHT? Students investigate the approaches to the Bible of different Christian traditions, eg Anglican, Lutheran, Baptist, liberal, fundamentalist. Invite pastors from different traditions to present information to the students. Students note what difference each approach makes to the way people interpret, use and respond to the Bible. (1c,2a,2c)

WHAT KIND OF WRITING IS THIS?

Give students two sets of cards:

SET A: Cards outline the generic features of the different genres of writing in the Bible. *How To Read the Bible for All Its Worth* by Fee and Stuart identifies the generic features. *Nelson's Illustrated Bible Dictionary* on Logos Bible Software has a useful section under The Bible (hermeneutics).

SET B: Cards have examples of the different genres of writing.

Students match the examples in Set B with the generic features in Set A.

As extension examine one of the genres of writing in detail, eg the parables of Jesus (see TRS D1/3a, TRS D1/3b in the *Jesus Planning Guide*), the psalms (see TRS D1/4 in the *People Planning Guide*).

Alternatively, take an extended passage from the Bible and identify the different genres of writing present in the passage, eg Exodus contains narrative, poetry, laws and instructions, prophecy and prayers. Refer to examples in the Bible References Menu. (2b,2c)

BIBLICAL NARRATIVES Biblical narratives are stories in which God is the hero. No one story will give the full picture of who God is and what God is doing in history. Nor will a story give answers to all questions about life, the Bible etc. Christians believe that the biblical narratives can be read at three different levels:

1. as the story of individual people
2. as the story of God's relationship with his people
3. as the universal plan of God worked through his creation (thus the narrative spans the Old and New Testaments).

Read with students a Bible narrative, eg Joseph narrative (Genesis 37, 39 – 50). Students summarise the narrative in fifty words, one sentence summing up the main message of the narrative, eg God used Joseph to save his people.

Students investigate the place the narrative has in the story of the Jews and in the universal story of people (what is the link between Joseph and Jesus?).

Discuss the message modern readers can gain from the biblical narrative: What might God be saying to modern readers through this story? (2b,2c,3a)

READING IN CONTEXT Students role-play situations where people's words are taken out of context. They identify how this alters the meaning and purpose of the words.

To do biblical texts justice, we need to read them in their context.

1. Give students parts of Bible passages out of context, eg 'Then he (Jesus) warned his disciples not to tell anyone that he was the Christ' (Matthew 16:20); 'Wives, submit to your husbands' (Ephesians 5:22); 'What is highly valued among men is detestable to God.' (Luke 16:15) Students comment on the meaning of the words out of context and their response to those words.
2. Students read the passages in the context of the verses before and/or after or the section within a chapter.
3. Using Bible dictionaries, commentaries, study notes and concordances, students find the wider context of the passage, eg history, setting, time, culture, literary genre. They note what added meaning each context provides, what the words would have meant to the original listeners/readers, and the main point made in the passage. They explore how the passage can be applied to the context of their own lives. (2b,2c)

A WORD MAKES ALL THE DIFFERENCE Students brainstorm what the noun ‘cross’ means to them. They list all the associated images of the word ‘cross’, identifying the source of those images.

Students find out what associated images or meaning existed for Jews and Greeks living at the time of Jesus. Using a Bible concordance, they investigate what the word ‘cross’ came to mean for early Christians.

Students suggest other words and images that could be used to convey the Christian meaning of the word ‘cross’ to people today who are totally unfamiliar with the Christian message.

As extension students investigate the work of Bible translators, looking at issues they face in translating idioms and biblical images. *The Bible Translator* journal published by the United Bible Societies has relevant material (Löhe Memorial Library at Luther Seminary is a subscriber). (2b,2c)

3

The Bible tells the story of God’s plan for the salvation of all people through Jesus

DEFINING MOMENTS Christians believe that the Bible is the story of God’s dealings with the people whom he created, especially the nation of Israel. It focuses on five events by which God helped people and made himself known to them. In these events God’s plan to rescue people who are lost and in need of help is revealed.

1. God calls Abram and makes his covenant with him
Genesis 12 – 17
Genesis 21:1–6; Acts 7
2. The exodus of the Israelites from Egypt and the giving of the law at Mount Sinai
Exodus 2:23–25; Exodus 3:1–15
Exodus 15:1–13; Exodus 20:1–17
Deuteronomy 7:6–11; Psalm 78
3. The exile from Israel and return from Babylonia
2 Chronicles 36:15–21
Psalm 137; Jeremiah 25:1–14
Lamentations 2:11,17,21
Lamentations 3:22–24, 40,42,49
4. The incarnation, life, death and resurrection of Jesus
Acts 10:36–43
1 Corinthians 15:2–7
the second part of the Apostles’ Creed
5. The outpouring of the Holy Spirit and the creation of the Christian church
Acts 2:1–13, 41 (compare Genesis 11:1–9)
Ephesians 1:22,23.

To add variety to the retelling of these key stories, use a number of different resources, eg film clips, relevant OHTs from *See through*

the Scriptures and *Divine Drama* by Harry Wendt, *User’s Guide to the Bible* (a Lion publication), *The Children’s Illustrated Bible* by Selina Hastings, *The Great Bible Discovery Series*, selected chapters from *According to Plan*.

In keeping with the Jewish tradition of ‘remembering’ (my ancestor’s story becomes my story), students retell one of the above events as if it were their personal story. They discuss the difference any of these stories could make to a person’s life if it were taken seriously.

As extension, using Bible concordances, students explore how the themes in the above stories reappear in the stories of the peoples of the Old Testament and the New Testament, eg what is the link between the Exodus in the OT and baptism in the NT? (see OHT 17,17C in *Divine Drama*). (3a,1a)

‘THE LORD IS IN THIS PLACE’

Using concordances and Bible encyclopedias, students work in small groups and investigate the events and stories associated with significant places recorded in both the Old and New Testaments. They record what each place and its stories reveal about

- what God has done for people
- how God reveals himself
- people’s response to God’s presence and action.

Each group writes up the story of God and his people as a way of summarising their research. Students identify the common themes in the stories and places.

Ai, Babylon, Bethel, Bethlehem, Canaan, Egypt, Gethsemane, Golgotha, Jerusalem, Jericho, Jordan river, Mt Carmel, Mt Sinai, Nineveh, Shechem. (3a, 1a)

GOD AND PEOPLE View a film which explores the themes of good and evil, eg *Batman, Star Wars* trilogy, and do a comparative study with the story of salvation found in the Bible. The novel *Space Demons* by Gillian Rubenstein is also appropriate for such a comparative study.

Students identify in each story the nature and source of good and evil, how good triumphs over evil and the short-term and long-term effects on individual people. *User’s Guide to the Bible, Divine Drama, According to Plan* have summaries of the biblical story of salvation. (3a)

PICTURE STORIES Use prints of paintings, sculptures, stonework on cathedrals, stained-glass windows etc, which tell students the story of God and people as it is recorded in the Bible. Students meditate on the prints and write the story which the artists' representation tells them. They compare the biblical story on which the artwork is based with the artists' interpretation. They identify how the incident depicted in the artwork fits in God's plan for the salvation of all people. (3a)

PSALM 119 Psalm 119 is a meditation on the word of God. There are twenty-two sections. Assign each pair of students a section. Students record what they find out about the promises, direction and meaning God's word gives to people, and the responses God's word invites from its readers or listeners. Since this is a devotional reflection on the word of God, encourage students to find a quiet spot in the schoolyard and to meditate on the meaning the portion of the psalm could have for their own lives. They share their reflection in the form of a question or statement about God's word or as a list of the emotions they experienced during the reading of the psalm. Another suggestion: This is an acrostic psalm, so give each student a letter of the alphabet to begin a word or sentence which reflects the intent of the section. (3b,1a,1b)

THE MAKER'S MANUAL The Bible says that God is the Maker of all human beings. The Bible also says that the Maker has given clear instructions to his human creatures about how to live and behave so that they will be happy. Students work in small groups to study God's instructions for living given in the Ten Commandments and the Sermon on the Mount. Assign the following Bible references to various groups:
 Exodus 20:1-17 Matthew 5:21-28
 Matthew 5:38-48 Matthew 6:19-34
 Matthew 7:1-5, 12 Romans 12:9-21
 Romans 13:1-10.

Each group discusses and reports on the following:

- How do you evaluate the Maker's instructions — as helpful or unhelpful for human beings?
- What difference would it make to our world and our community if everyone followed the Maker's instructions?
- Why don't human beings follow the Maker's instructions?
- How do you think the Maker feels when he sees human beings ignoring or disobeying his instructions?

As the 'Maker's manual', the Bible also tells of the Maker's solution to human beings messing up their lives and their world by failing to follow his instructions. Assign gospel passages to the groups to discuss and report on the Maker's solution, such as:

Isaiah 53:3-6 Luke 19:1-10
 John 3:16-21 Romans 3:23-25
 2 Corinthians 5:17-21 Titus 3:3-7
 1 John 4:9,10.

WHY READ THE BIBLE? Students find out what has made the Bible a best-seller for the last 2000 years. Contact the Bible Society for statistics about the number of Bibles printed, sold etc. Or students read famous sportspersons' reasons for reading the Bible (see *Towards the Goal*).

Students write how they feel about reading the Bible: what value is there in such an activity for their lives?

Students read Proverbs 1 – 4 and list all the reasons the writer gives for reading the proverbs. (Explain to students the use and purpose of personification in the chapters.)

Students examine what is involved in reading the Bible:

- Who speaks the words and to whom are the words spoken in the proverbs?
- What does reading or listening to the words actually involve?
- What gives the words written in proverbs their credibility?
- What are the consequences of either reading or not reading God's word?

Students look up other passages on the role and purpose of God's word:

Psalm 119:105 Ecclesiastes 12:11-14
 Matthew 4:1-11 Matthew 7:24-27
 John 20:30,31 Romans 1:16
 1 Corinthians 1:17; 2:4,5 Ephesians 6:14
 2 Timothy 3:16,17 Hebrews 5:12-14
 James 1:21,22 2 Peter 1:19.

Various images can be used to describe the Bible: a map for life, a love letter from God, body-building, a life raft, an instruction manual, foundation for life. Students choose the image they find most useful and draw their interpretation of the image in relation to the Bible. (3b)

TRANSFORMATION, NOT

INFORMATION Christians believe that God can communicate personally to each person through his word, bringing about change and renewal in people's lives (John 5:24; John 6:63). The Bible was written to transform people rather than just inform them.

Students read John 3:1–18. Discuss:

- What change does Jesus say has to take place before a person can live in God's kingdom? (v 3)
- Why is such a radical change necessary? (v 6; see also Psalm 51:5)
- How does this radical change happen? (v 5)
- What has God done to make this radical change and everlasting happiness possible for all people? (v 16)

Students read the parable of the sower (Matthew 13:3–9, 18–23). They explore the image of God's word as a seed and draw the different responses to God's word given by Jesus. They name the obstacles that exist for them in accepting God's word for themselves.

Students investigate the relationship between faith, God's word and people:

Matthew 7:24–27 John 3:5,6
Romans 10:14–17 2 Corinthians 2:11–14.
(2a,3b)

MENU

RESPONSE ACTIVITIES

1 God reveals himself to people through his word

PICTURES TELL A STORY As a class students design and produce a series of posters or stained-glass windows telling the story of God communicating to people in the past and the present: through creation, through history, through dreams and visions, through the written words of the Bible, in the person of Jesus.

One way of creating a stained-glass picture to be mounted in the windows of a classroom or the chapel is for students to draw their picture onto plastic film (eg OHT), using simple, bold outlines. They use different-coloured cellophane paper, cutting it to form mosaics and gluing the edges together. There should be no gaps between the cellophane pieces. When the glue is dry, peel the cellophane picture off the plastic film. Frame with cardboard. Mount the picture on the window. (1a)

BIBLE DRAMA Students dramatise Bible stories which contrast the impact on a person's life which the law of God has on the one hand and the good news about Jesus has on the other. Use stories from both the Old and New Testaments. The stories of the people of Israel in the wilderness and during the times of the judges reveal effects of both the law and the grace of God. There are many instances in the ministry of Jesus where his treatment of people contrasts with society's expectations, eg the story of Zacchaeus, the story of the man born blind (John 9). Students' dramatisation needs to bring out the movement from law to gospel, from condemnation to freedom and forgiveness. (1b)

READING GOD'S WORD Among Christians there is a strong tradition of reading, meditating on and responding to God's word. The Bible Society, Scripture Union and local Christian parishes offer readers of the Bible guided steps as well as suggested readings. Some Bible versions have such information in the introductory pages.

Give students some guided steps for reading the Bible, as well as some selected readings. Students take a Bible, paper and a pen to a quiet spot in the schoolyard. Students read and jot down a question, a meaningful word or

phrase, a prayer, a thought. When the class regroups, students share their experience of reading the Bible. There should be no compulsion for students to share. If students enjoyed the experience, make this a regular event for the class. (1c)

2 The Bible is God's word written by people whom God inspired

MODERN TRANSLATORS This activity may complement any study done on the work of Bible translators. An important aspect of the work of translators is to represent accurately the original message of the Bible to people whose cultures are very different from the culture in which the Bible originated.

Students take on the role of translators. Their task is to retell the good news of Jesus' death and resurrection to people their own age who have no knowledge of Jesus or of the Jewish world of the Bible. For example, the other person's knowledge of the world may be limited to the surf culture or to the world of cars, or the person may have lived on the moon. To simplify the task, students translate one Bible verse, eg John 3:16.

After students have completed the task, they describe the process that was involved in producing the translations. (2a,2b,2c,3a)

ILLUSTRATED BOOKMARKS When Bible manuscripts used to be copied by hand, this was painstaking, full-time work done by monks who saw this as their vocation. There are several examples of monks' work in *The Lion History of Christianity*.

Students design and produce a bookmark with a carefully copied Bible verse that they or other people have found inspirational. This is an appropriate activity to follow a study of Psalm 119. Students apply the rules of copying to their own work; they may choose to illuminate the first letter. Bookmarks can be given away as gifts.

Alternatively, students copy by hand a story they choose from the Bible, using their own symbols, design and colour to illustrate the story. These pages can be framed and displayed. (2a,3)

LIBRARY DISPLAY Students prepare a display for the library, focusing on the Bible. For example:

- a display of different Bible translations and versions, along with a history of each translation and version
- a pictorial display of the process and stages involved in the writing of the Bible, both Old and New Testaments
- a display of the development of the canon of the Bible
- a display of the different literary styles contained in the Bible.

A written or spoken commentary should accompany the display. (2a,2b)

3

The Bible tells the story of God's plan for the salvation of all people through Jesus

INTRODUCING THE BIBLE Students design and produce the introductory pages of a Bible version to be published for use in a high school such as theirs. This can be a class project, with different groups working on different sections of the introductory pages. For example:

- tips on how to read and interpret the Bible with understanding
- explaining the lay-out used in this Bible version (students can suggest a lay-out that is useful and helpful for them)
- ten top Bible stories
- timetable of significant events in the story of salvation
- maps
- examples of genres of writing in the Bible. (1,2,3)

A MINI BIBLE This activity is designed for students who feel confident about their knowledge of the structure and content of the Bible. Students select ten stories and/or Bible passages that summarise the story of God and the people whom he created, as it is presented in the Bible. Alternatively, the teacher selects ten stories. Students read the stories and identify common themes which link the stories.

Students can present their selection in any number of ways: illustrated posters, comic book, ballads and poems, stained-glass window inserts, drama pageant, dioramas, etc. (3a,1a)

PERSONAL RESPONSE Students present their personal evaluation and conclusions about the relevance and value of the Bible for their own lives. They compare their own views with those of Christian people they have either read about or interviewed. Students respond to such questions as:

- Can a person be a Christian but not read the Bible?
- Can the Bible be accepted as the truth, even if there seem to be inaccuracies in it?

Students present their response as an interview, a statement of faith or a reflective monologue.

MENU

RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God helps people by his word*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION

Bible translations/versions

The Bible for Today (Contemporary English Version) 1995 The Bible Society in Australia
Towards the Goal (the New Testament in the Contemporary English Version) 1997 The Bible Society in Australia (contains testimonies by Christian athletes)
The Teen Study Bible New International Version 1993 The Zondervan Corporation
Good News Bible Australian Edition 1988 The Bible Society In Australia

General background

Balchin J *What Christians Believe* 1994 Lion Publishing
 Barclay W *And Jesus Said: The Parables of Jesus* 1992 Saint Andrews Press
 Danes S & C *Today's Issues and Christian Beliefs* 1994 Lion Publishing
 Dickson J *A Hell of a Life* (chapter 2) 1997 Matthias Media
 Fee G D & Stuart D *How to Read the Bible for All Its Worth* 1993 Zondervan Publishing House

Kaldor P et al *Views from the Pews* 1995 Openbook Publishers
 Nolan E *Christian Beliefs, Book 1* 1994 JBCE
 Nolan E *Is the Bible True?* Students resource book 1995 JBCE
 Schwarz B (ed) *Good Question* 1995 Openbook Publishers
Road Map in the *On the Road* magazine series for Ministry to Adolescents Program (MAP) 1996 Openbook Publishers
 Weiss N E *According to Plan: The Story of God and His People* 1984 Lutheran Publishing House
 Wendt H *The Parables of Jesus* 1997 Crossways International
 Wright C *User's Guide to the Bible* 1993 Lion Publishing
 Wright C *Key Christian Beliefs* 1995 Lion Publishing
 Wright T *The Original Jesus* 1996 Lion Publishing (in particular part 2)

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.

